

**Title of School-based Support Service (On-site Support) (2025/26):**  
English Language Education in Primary Schools: Renewing and Optimising the Primary English Language Curriculum through Holistic Curriculum Planning

**Online  
Application Code**  
**L13**

### **1. Objectives**

The support service aims to:

- enhance curriculum leadership and professional capacity of the teacher team in participating schools through the train-the-trainer approach; and
- empower teachers to strengthen holistic curriculum planning to optimise English Language learning and teaching.

### **2. Foci of Support**

- To develop a coherent and balanced curriculum (e.g. ensuring the horizontal and vertical coherence of language skills development for a smooth interface between key stages, providing holistic English learning experiences) for students' well-rounded and progressive development of knowledge, language skills, generic and enabling skills, and values and attitudes
- To connect the school English Language curriculum with the major renewed emphases such as organic integration of values education (covering national education (including patriotic education and national security education) and life education), and promoting Learning/Reading across the Curriculum (including in the context of supporting STEM/STEAM education) to foster students' whole-person development
- To diversify learning, teaching and assessment strategies, and English learning experiences to cater for learner diversity (e.g. implementing self-directed learning, experiential learning)

### **3. Support Activities**

To support schools in implementing the above foci of support, diversified support activities are conducted, including the following in general:

- regular on-site meetings (e.g. collaborative lesson planning, reviewing and optimising the school English Language curriculum);
- lesson study/lesson observation and post-lesson discussion; and
- professional development activities (e.g. workshops) and/or inter-school networking activities (e.g. inter-school lesson observation, inter-school visits, experience sharing).

### **4. Points to note**

- The support service normally lasts for one year.
- To effectively utilise the support service, participating schools should:
  - appoint a curriculum leader to lead the core teaching team's participation in this professional support service, liaise with the relevant support officer and make specific arrangements for the support service;
  - allow support officers to collect materials including video clips and photographs of learning activities, teachers' reflection and student work during the support period for professional discussion; and
  - encourage the core teaching team to disseminate successful experiences in curriculum development and the learning and teaching resources co-developed within and across schools. (The copyright of these materials will be jointly

owned by the Education Bureau and the relevant schools. The Education Bureau reserves the right to compile and modify these materials for educational and promotional purposes.)

- Participating schools should comply with relevant laws, such as compliance with the Copyright Ordinance, in developing school-based learning and teaching materials.

## **5. Enquiries**

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